**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 2 Week 5 Story Title: William’s House**

**Monday**- Use TE DI -42- 1) Preteach Phonics- Consonant Digraphs- Write & say the word *ship*. Ask: *What 2 consonants begin this word?* (s & h) *These 2 consonants form a* *consonant digraph. The consonants in a consonant digraph make just 1 sound. I read s-h as /sh/.* Blend the word *ship*. Have students blend it together. Review the sounds of these consonant digraphs ch as in *chip* & as in *machine*, th as in *thin*, wh as in *when*, ph as in *elephant*, tch as in *pitch*, & ng as in *ring*. 2) Preview Decodable Reader 10 *Our Running Team*: Read/discuss words: Review the words on Decodable Reader pg 73; blend the following story words: Shasta, Cher, relay, sprints, nonstop, gentle, rushes, & goal. Discuss the meaning of the words, too. 3) Preview Decodable Reader 10 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 10 orally to the students for fluency.

**Tuesday**- Use TE DI 44- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: barrels, cellar, cleaning, pegs, spoil, & steep. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write & say the word *windier* & model how to decode a word with a suffix when the spelling of the base word has changed. Say: *I see the suffix “er” at the end of the word. So I cover the suffix & see the base: windi. I know that the spelling of a base word can change when a suffix is added. The base was windy, & they “y” changed to “I”, but it still has the same long “e” sound. So I can blend the whole word: win di er; windier. It means “more windy”. Continue with words:* *upright, clapboards, fashioned,* *translucent, embers, smolder, shingles, & bleakest*. 3) Choral/Echo read typed version of Decodable Reader 10 for fluency practice. 3) Highlight Spelling Patterns from Monday’s lesson. 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI- 46, 257, 261, & 265- 1) Target Skill- Draw Conclusions with textbook page 250; have students explain what we do when we draw conclusions which is to use details in a story along with what we already know to a make a decision about something, & discuss the example TE DI-46. Reread pg 257 to help with Target Skill. 2) Target Strategy- Ask Questions with textbook pg 250 & pg 265. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 10- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 10 - Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.